

Year 12 Background Language Learners

Writing — High

Content

Students write about aspects of their personal life: their background and personality, family, friends and relationships, their home and neighbourhood, and daily routine. They describe their educational experiences: their school life, facilities and routine, their subjects, challenges and achievements, and their future plans for education and employment.

They write about their leisure time: their sporting and other interests such as music and film, social activities including shopping, and eating out. They describe their travel experiences: their holidays, travel plans, and favourite destinations, including past experiences and future plans to visit China.

Students convey information and opinions with flexibility, displaying evidence of reflection on their experiences and a capability to elaborate in detail. They write imaginatively, creating a detailed plot and describing events and presenting arguments with a deliberate choice of words to achieve the desired effect. Their writing is condensed, yet detailed, displaying efficiency and style that reflect their regular use of the language. They describe people, places, and events, give narrative accounts of significant events, and recount personal experiences. They report on issues affecting young people: intergenerational issues, their use of technology, environmental issues, current and future employment options, and the impact of globalisation on their lives.

Students identify key points and relate these to bigger issues or concepts, and compare these across cultures and over time. They describe aspects of daily life in Chinese communities: food culture and cuisine, youth lifestyle and educational experiences, and urban and rural life, and compare these with similar experiences in their own lives. They elaborate their ideas, and express their reasoning and consider different perspectives, qualifying information and providing reasons, examples, or evidence to support opinions, preferences, or decisions. They use quotations and reported speech when referring to the ideas of others. They use propositional and persuasive language to add weight to their arguments.

Vocabulary

Students write in detail about topics of interest, using a wide range of vocabulary selectively to express detailed information (e.g. 为顾客提供塑料袋; 帮助推销货物; 把小鸟轻轻地拿起来). They use adjectives to add precision, descriptive detail, and emotion to their ideas (e.g. 充满期待的眼神; 突然惊讶地尖叫了起来; 到处花草树木奇迹般地不见了). Students include selective and appropriate Chinese idioms (e.g. 睡眼朦胧, 震耳欲聋, 汗流浹背). The influence of dialect is occasionally evident (e.g. ...还没有起事; 有看见...). Errors may occur because of inappropriate use of words for the context (e.g. 日子 rather than 时间).

Characters

Characters display overall neatness and legibility. Errors are limited to the use of homophone characters, sometimes with a component missing (using the more basic form of a similar sound) (e.g. 让 for 然, 放 for 方). Text formatting, in terms of indenting and information positioning (e.g. in the introduction and conclusions to letters) is consistent.

Forms and Structures

Students make full use of their linguistic resources to express detailed meanings with a focus on accuracy, variety, and appropriateness for the context and audience.

Variety is particularly evident in their use of verb structures, noun phrases containing attributive and relative clauses (e.g. 我是在意大利呆着的), prepositional phrases (e.g. 最近超市为顾客提供塑料袋; 对...的印象还不错), and time and tense markers 一个星期是干几个小时 to add specific detail and clarity to their message. They apply the reduplication of the verb 试一试, and adjective 好好考虑我 as required. Complements of degree, 吃得多; 睡得好; 玩得也开心, potential 安排不开, result, direction, and adverbial phrases using 地 (e.g. 我工作的时候会努力和认真地帮助每一个顾客; 快乐地工作了三年) are applied to describe the nature or quality of their actions.

They use particular linguistic devices as appropriate, including placing noun phrases in apposition, 我对售货员这份工作, fronting, 在十年级我也学过电脑, 一般常用的电脑程序我都会, expressing humility, 没有什么工作经验, 所以恐怕我有一些是不懂得该怎么做, and in the complex coordination of ideas within the sentence (e.g. 我以前在书店工作的时候都会热情地对待顾客, 还会有礼貌和用耐心听他的要求).

They use the passive voice appropriately. A range of conjunctions are used selectively and effectively to develop ideas and add coherence (e.g. 引起了很多讨论, 所以...; 除此之外, 超市...; 不但...而且...).

Discourse

Students express their ideas with awareness of the audience and text type, using features and formats appropriate to, for example, persuasive, evaluative, imaginative, informative, and personal styles of writing.

Students display a high degree of interactivity with evidence of direct engagement with the audience, using inclusive language as appropriate in negotiating, persuading, or making decisions, etc. They use rhetorical devices for added impact and informal language as appropriate to the audience. Their writing is well planned and structured to maintain the flow of ideas, with paragraphs used effectively to reflect topic shifts.